HISTORY COURSES THAT FULFILL CORE CURRICULUM FOR FALL 2019:

SOCIAL, HISTORICAL, CULTURAL UNDERSTANDING (SHCU):

History 1: World History to 1500
History 4: Western Societies and Cultures to 1500
History 5: Western Societies and Cultures Since 1500
History 17: History of the United States to 1877
History 101: Historical Methods and Practices
History 112: Europe in the High and Middle Ages
History 125: Women in European History
History 142: History of California
History 152: Revolution in Latin America
History 162: Modern China

THE COMMON GOOD (TCG):

History 4: Western Societies and Cultures to 1500
History 5: Western Societies and Cultures Since 1500
History 152: Revolution in Latin America

AMERICAN DIVERSITY (AD):

History 17: History of the United States to 1877
History 142: History of California

GLOBAL PERSPECTIVE (GP):

History 1: World History to 1500
History 152: Revolution in Latin America
History 162: Modern China

For a full listing of all HISTORY courses that fulfill Core Curriculum Requirements, see: https://www.stmarys-ca.edu/history/history-courses-that-fulfill-core-requirements
### HISTORY COURSE SCHEDULE: FALL 2019

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<th>Course Code</th>
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<tr>
<td>HISTORY 001</td>
<td>WORLD HISTORY FROM THE PALEOLITHIC TO THE COLUMBIAN EXCHANGE</td>
<td>MWF</td>
<td>2:45 – 3:50</td>
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<td></td>
<td>Myrna Santiago</td>
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<tr>
<td>HISTORY 004</td>
<td>WESTERN SOCIETIES AND CULTURES TO 1500</td>
<td>MF</td>
<td>1:00-2:40</td>
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<td></td>
<td>Brother Charles Hilken</td>
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<tr>
<td>HISTORY 005</td>
<td>WESTERN SOCIETIES AND CULTURES, 1500-PRESENT</td>
<td>MWF</td>
<td>11:45-12:50</td>
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<td>Aeleah Soine</td>
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<tr>
<td>HISTORY 017</td>
<td>HISTORY OF THE UNITED STATES TO 1877</td>
<td>MWF</td>
<td>8:00-9:05</td>
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<td></td>
<td>Gretchen Lemke-Santangelo</td>
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<tr>
<td>HISTORY 101</td>
<td>HISTORICAL METHODS AND PRACTICES</td>
<td>TTh</td>
<td>9:45-11:20</td>
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<td>Carl Guarneri</td>
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<td>HISTORY 104</td>
<td>TRUMAN VS. GODZILLA: CONTESTED HISTORIES OF THE ATOM BOMB</td>
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<td>E. Elena Songster</td>
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<tr>
<td>HISTORY 112</td>
<td>GOTHIC EUROPE &amp; THE AGE OF CHIVALRY</td>
<td>MWF</td>
<td>10:30-11:35</td>
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<td>Brother Charles Hilken</td>
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<tr>
<td>HISTORY 125</td>
<td>WOMEN IN EUROPEAN HISTORY, 1500-PRESENT</td>
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<td>1:00-2:40</td>
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<td>Aeleah Soine</td>
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<tr>
<td>HISTORY 142</td>
<td>MULTI-ETHNIC HISTORY OF CALIFORNIA</td>
<td>MWF</td>
<td>9:15-10:20</td>
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<td>Gretchen Lemke-Santangelo</td>
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<tr>
<td>HISTORY 152</td>
<td>REVOLUTION! LATIN AMERICA, SOCIAL JUSTICE AND THE SEARCH FOR THE COMMON GOOD</td>
<td>MW</td>
<td>4:00-5:35</td>
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<td>Myrna Santiago</td>
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<tr>
<td>HISTORY 162</td>
<td>MODERN CHINA</td>
<td>TTh</td>
<td>11:30-1:05</td>
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<td>E. Elena Songster</td>
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World History from the Paleolithic to the Columbian Exchange

The class follows the course of human history from the dawn of humanity (ca. 200,000 years ago) to the arrival of the Spanish in the Americas and the defeat of the Aztecs and Incas. Along the way, students will learn about Paleolithic culture, the Neolithic revolutions, the rise of civilizations and empires, the world’s first religions and philosophies, and the changing relationship between humans and their environments. The geographical coverage will encompass the whole world. Students will also start to acquire the skills of the historian, gathering appropriate data, focusing on periodization and chronology, analyzing primary source documents, and developing sound historical interpretations from the evidence. Simultaneously, students will immerse themselves in cultures other than their own, with the objective of articulating in writing a variety of global perspectives. Requirements include attendance, participation, a midterm and a final exam, and two short papers.

This course fulfills two core curriculum requirements: Social, Cultural or Historical Understanding and Global Perspectives. The course is also Sustainability Related.

Readings include:
Gilgamesh
The Dhammapada
The Bhagavad-Gita
The Koran
The Tao-te-Ching
Miguel Angel León Portilla, The Broken Spears: The Aztec Account of the Conquest
Bartolomé de las Casas, The Devastation of the Indies
Western Societies and Cultures to 1500

The study of western civilization is in large part the study of European history, one of the rich, informing traditions of the United States of America. Western or European civilization emerged from ancient Mediterranean cultures. It’s roots are part Greco-Roman and part Judeo-Christian, but Greco-Roman in dialogue with the surrounding and earlier civilizations of Egypt and the Near East and Judeo-Christian in dialogue with the older, traditional Mediterranean religions and the religious world-view of the barbarians and other new peoples of Europe. Among the new peoples who entered the Roman Empire were the Arabs whose Muslim religion was heavily influenced by the Judaism and Christianity. Eventually Arabic civilization would add very much to Western institutions and culture and in significant ways re-introduce the West to its ancient intellectual roots. The strong and seemingly independent culture that emerged into the wider world in the era of Christopher Columbus was the fruit of millennia of cultural exchanges and adaptations. The narrative readings of the course will follow a chronological development from prehistory to the Renaissance. The lectures will be in part thematic, touching on the history of law, religion, art, learning, and historical writing itself. Students will prepare and lead part of a class on a topic they have selected.

This course meets the Common Core requirements for "Social, Cultural, and Historical Understanding" & "The Common Good."

Readings:
Francis of Assisi, *Last Will and Testament* and *Regula Non-Bullata.*
*Song of Roland.*
HIST-005  
Aeleah Soine

Western Societies and Cultures, 1500-Present

This course will introduce students to “the West” as an idea to be followed, challenged, and redefined starting with the religious, political, and social upheavals of the Reformation and Scientific Revolution. We will go on to explore intellectual and military conflicts, such as the French Revolution, World War I and II, and the Cold War, which question the role of Western values and traditions in an increasingly global society. This is not a history to be memorized, but an exploration of the daily life and culture of people in the past and how they experienced or thought about local/national identity, war and revolution, nationalism and imperialism, or sickness and health. Students may find this course an especially useful foundation or companion to Collegiate Seminar. Through historical readings, literature, and popular multi-media, we will consider how historical questions continue to help us make sense of major issues of our own time, including the EU/ Brexit, gender equality, multi-culturalism, political extremism and violence, science/technology, and environmental activism, in Europe and the world today.

This course meets the Common Core requirements for Social, Historical, Cultural Understanding and The Common Good

Readings may include:

History of the United States to 1877

This course examines the distinctive experience of those who came together, willingly and unwillingly, to form the American nation. Spanning the period between the collision of worlds in 1492 and the Civil War and Reconstruction, the course places particular emphasis on ethnic, socio-economic, and gender diversity. Topics to be explored include European conquest and colonization, Native American genocide, class, racial and gender tensions within colonial society, the evolution of slavery, the drama of Revolution, limits of freedom in the new republic, industrialization, immigration, mid-18th century reform movements, westward expansion, growing sectional tensions, the Civil War, and Reconstruction’s unfulfilled promise. Group discussions, focusing on primary sources and conflicting interpretations of the past, are an integral element of this course.

This course meets the American Diversity and Social, Historical, and Cultural Understanding core requirements.

Elizabeth Cady Stanton speaking at the 1848 Seneca Falls Convention which ignited the long struggle for women’s suffrage
Historical Methods and Practices

This course is designed for history majors and minors who are taking the leap from learning specific histories in lower-division surveys to thinking more broadly, methodically, and deeply about studying the past. First, while reading documents and historical essays from various periods and places, we will discuss fundamental components of historical thinking, including ideas about context and causation, methods of historical analysis, conflicting interpretations, and issues of truth and objectivity. Second, we will examine the methods of different historical approaches and genres, including biography, social and gender history, and global and transnational history. Third, we will explore ways in which history reaches the general public through media like museums, movies, and the internet. Fourth, by preparing a review of the historical literature on a chosen topic, students will develop their library and internet research strategies and build their skills of framing and documenting persuasive history papers.

Note: This course is a requirement for the history major and minor; it is a prerequisite for taking History 104 or 106. This course has been approved for designation as a Writing in the Disciplines (WID) course. It also satisfies the College’s core requirement for Social, Historical, and Cultural Understanding.

Required Texts:

Sarah Maza, Thinking About History
E.H. Carr, What is History?
John Lewis Gaddis, The Landscape of History
Trevor Getz and Liz Clarke, Abina and the Important Men, 2

Additional readings to be posted or distributed.
Truman vs. Godzilla: Contested Histories of the Atom Bomb

In this seminar on Historical Interpretation students will survey and analyze the many ways that the dropping of atom bombs on Hiroshima and Nagasaki has been understood historically. Was it necessary to end the war in the Pacific? Were there ulterior motives that guided U.S. decision making? What role did the Soviet Union play in this event? Did the bombs transform Japan from perpetrator to victim? How did these events affect the region? How are they remembered, interpreted, and taught on either side of the Pacific? Our study of the historiography of these events, the decisions that led to them, and their aftermath will not simply walk us through their history, but will focus on the history of that history. Through a wide array of reading and the study of other forms of historical interpretation, we will examine what this event means as an event, as history, as memory, how these meanings have changed over time, and in what ways they are a part of our everyday present.

Readings may include:
Gothic Europe & the Age of Chivalry

The course will examine the history of Europe and the Mediterranean through the lenses of social-economic relations, learning, religion, politics, art, literature, and peace and warfare. The period covered in the course is the turn of the second millennium to the end of the fifteenth century. Students will read seminal works of historical interpretation and some of the major vernacular works of the era, drawing upon their historical context in order to properly understand them and using them, in turn, to understand the culture and history of their times. Students will adopt an original piece of medieval art housed in the San Francisco's Legion of Honor, research its making and lecture on it at the museum before an audience of their peers.

This course qualifies for Social, Cultural, and Historical Understanding.

Reading List

*The Epic of the Cid with related texts*
Geoffroy de Charney, *A Knight's Own Book of Chivalry*
Chretien de Troyes, *Perceval*
Charles Homer Haskins, *The Rise of the Universities*
Johan Huizinga, *The Waning of the Middle Ages*
David Knowles, *The Evolution of Medieval Thought, 'Arabic and Jewish Philosophy'*
Richard Southern, *The Making of the Middle Ages*
WOMEN IN EUROPEAN HISTORY, 1500-PRESENT

From queens to revolutionaries, witches to wives and mothers, workers and political leaders—this course traces the history of women in Europe since 1500. We will familiarize ourselves with historical theories of gender as well as diverse stories and patterns of everyday life for women and others of various classes, regions, and eras. These ideas and experiences help us to appreciate and understand geographically and historically-specific understandings of The Common Good. For example, should women’s rights be rooted in gender neutrality or difference? How do we understand women’s power (or lack thereof) as both rulers and subjects? How was everyday life defined or shaped by gender 500, 200, or even 50 years ago? (This may surprise you!) Historical debates, primary sources, literature, and popular culture provide materials for collectively practicing the critical thinking and analysis necessary for independent historical investigation, interpretation, and synthesis. Throughout the semester, students will find ample opportunity to choose and engage their own topical and thematic interests more deeply.

This course meets the Common Core requirements for Social, Historical, Cultural Understanding and The Common Good

READINGS MAY INCLUDE:

- [C/M] Christine Collette and Fiona Montgomery, eds. The European Women’s History Reader (Routledge, 2002)
- Peter Morton, Trial of Tempel Anneke: Records of a Witchcraft Trial in Brunswick, Germany, 1663 (University of Toronto, 2005)
- Henrik Ibsen, A Doll’s House (Prestwick House, 2005)
- Alison Owings, Frauen: German Women Recall the Third Reich (Rutgers, 1995)
- Slavenka Drakulić, How We Survived Communism and Even Laughed (Harper, 1992)
Multi-Ethnic History of California

California's past is frequently depicted as romantic, exceptional, and golden: land of the missions, Spanish dons, argonauts, railroad barons, bountiful fields, technological genius, eccentricism, and political innovation. This course will move beyond myth and image in search of the "real" California—a California shaped by ethnic diversity, conflict and cooperation, class and racial tensions, contestations over the state's natural resources, and larger national or global forces that have shaped California's economic, cultural, and political landscape. Course requirements include faithful attendance and participation, a midterm and final exam, and a community-based research project.

This course meets the Social, Cultural, and Historical Understanding, and American Diversity core requirements.

Readings

Lemke-Santangelo, Competing Visions: A History of California
Course Reader
Revolution! Latin America, Social Justice, & the Search for the Common Good

Latin Americans have been striving for social justice and the common good for centuries. In the 20th century, that struggle led to guerrilla movements and revolutionary governments. Why has revolution been prominent in the continent? What social actors were involved in those debates and upheavals? What were their grievances and perspectives? How did they define the common good? What did the revolutionaries achieve when they gained power? What obstacles did they face in trying to achieve social justice and the common good? These questions will guide our inquiry into the following revolutions: Mexico (1910-1946); Guatemala (1944-1954); Cuba (1959-today); and Nicaragua (1979-1990). Students can expect to deepen the skills of the historian: attention to chronology and periodization, analyzing primary documents, writing flawlessly, and making sound historical arguments based on the evidence. Class participation is essential. Students will write three papers on Latin American perspectives and revolutionary experience.

The course fulfills three core requirements: Social, Cultural or Historical Understanding; The Common Good; and Global Perspectives. It is also cross-listed with WaGS.

Required readings may include:

William H. Beezley and Colin M. Maclachlan, Mexicans in Revolution, 1910-1946
Thomas Wright, Latin America in the Era of the Cuban Revolution, Revised Edition
Elena Poniatowska, Las Soldaderas: Women of the Mexican Revolution
Hilda Gadea, Ernesto: A Memoir of Che Guevara
Margaret Randall, Haydée Santamaría, Cuban Revolutionary
Modern China

The course begins at the beginning of the 20th century with the toppling of the Qing (Manchu) dynasty and ends with the split identity of present-day Communist China on the mainland and the Republic of China in Taiwan. This period of history witnessed war, uprising, rebellion, reform, and revolution and traces the history of China from an unacknowledged, impoverished country to its present status as a rising economic and political superpower. You will investigate each of these episodes and how our use of specific terms to describe them affects our perception of history. You will study this dynamic period through primary and secondary texts, literature, and film. This course also will hone your critical reading and analytical thinking and writing skills all the while learning more about one of the most influential countries in our present day.

This course is designated as a CORE course for Global Perspectives and Social, Historical, and Cultural Understanding.

Readings may include:


Braiding a queue. Solar panel production in China